Before you read the Best Practices document, you are strongly encouraged to review the Overview, History and Calendar Web page at

< http://www.equity.psu.edu/framework/updates >

This document is an executive summary of potential best practices identified by the teams that evaluated each Penn State unit's update in their progress in implementing the Framework to Foster Diversity at Penn State: 1998-2003. *As all of the challenges are interrelated, this summary presents overarching actions which emerged as essential components in building diversity into the fabric of the organization and meeting the challenges set forth in the* Framework. *The full report of potential best practices is available at* http://www.equity.psu.edu/framework/updates/pdf/bestpractices,pdf *and, for more information, unit mid-point reports are available at* http://www.equity.psu.edu/framework/Updates/.

Units that have had success in building diversity have:

- ❖ A shared definition of diversity that is specific and inclusive, developed with input from campus constituent groups, and distributed widely to the campus community.

- ❖ A diversity committee that is well-defined, proactive, sponsors a variety of programs, makes appropriate policy recommendations, and uses a variety of approaches to communicate within the unit. Diversity committee membership includes all constituent groups, including students and upper administration.

- ❖ Strategic action plan and goals for diversity that include efforts to reach all areas within the unit/college, assessment, and mechanisms for tracking progress. Communication from administrators (both at the University and unit/college level) regarding progress toward diversity goals.

- ❖ Immediate public response to an incident of intolerance. Positive and proactive actions in response to needs of individuals or groups.

- ❖ Integrated division-wide and individual approaches to implementing diversity initiatives.

- ❖ Committed resources (e.g. fiscal, human, etc.).

- ❖ Participation of all constituent groups. Faculty participation is essential.

- ❖ Partnerships, both internal and external (e.g. inter-unit/college cooperation, relationships with other educational institutions, relationships with businesses, etc.).

- ❖ Community involvement (e.g. relationships with community organizations, volunteer service, etc.).

- ❖ Proactive initiatives for marketing, recruitment, orientation, retention, and advancement targeted to underrepresented groups.

- ❖ Created an inclusive and welcoming climate.

- ❖ Integrated research, service, and teaching, to allow students and faculty the opportunity to be engaged with underrepresented and underserved groups in a diverse community.

- ❖ Respect for intellectual diversity including different schools of thought, scholarship, paradigms, research methodologies, etc.

- ❖ Included members of underrepresented groups in search committees, strategic planning committees, campus senates, college senates, advisory boards, and other leadership councils.

- ❖ Promoted of members of underrepresented groups to leadership positions.